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ABSTRACT

Competency-Based Teacher Education (CBTE) is covered from the standpoint of organization, operation, and management. Organizational aspects include (a) clarification of the roles of administrators, professors, students, and school districts; (b) reorganization patterns of the traditional administrative configurations; (c) reallocation of human, physical, and fiscal resources; and (d) cooperation and collaboration among teachers, parents, administrators, accrediting agencies, and universities to reduce duplication of efforts. Operational aspects of CBTE highlight the proposal of the Florida A and M University for a feasibility study of the Massachusetts elementary model, covering: (a) purposes of the feasibility study, (b) goals of the competency-based program, (c) the instructional program, (d) modules developed for the program, and (e) the evaluation methods to be used. Management of the CBTE system deals with the following needs: (a) preadmission advisement of prospective students, (b) monitoring and evaluation of students enrolled in the program, (c) the effectiveness of the data input system, and (d) teacher assessment. There is a 12-item bibliography. (JCW)

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COMPETENCY-BASED TEACHER EDUCATION:

ORGANIZATION
OPERATION
MANAGEMENT

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FOREWORD

In an earlier publication, an effort was made to describe some pertinent facets of FAMU's Competency-Based Teacher Education (CBTE) Program. These facets included the program overview, goals, implementation and evaluation.

Those who read the FAMU publication and other publications still had several questions relative to the overall concept of CBTE. They sought additional information relative to the program in terms of administration, operation and management. In response to many inquiries, we are attempting to provide such information, recognizing both the paucity of appropriate frames of reference and the brevity of our presentation.

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ORGANIZATIONAL ASPECTS OF COMPETENCY-BASED TEACHER EDUCATION

One of the critical elements in effecting changes in teacher education is the role of the administrator. His role differs greatly from that of the faculty member in that the former "manages" an operation, wherein the latter is a member of the working force. Consequently, an administrator deals with the meaning, purposes, and results of work. He has the primary responsibility of setting goals and visualizing ways and means of creating conditions for achieving the goals.

The goals of the teacher education program at FAMU were established following a needs assessment in which the University's various constituents conveyed their expectations of FAMU's program. A comparison of the then existing program with constituent expectations provided a "discrepancy level" which is being met by the competency-based teacher education program (CBTE).

The establishment of a revolutionary program such as CBTE requires that the administrator consider revamping the mechanisms utilized in operating and managing traditional programs, thereby visualizing ways and means of creating conditions for achieving the goals of CBTE. New roles are defined for personnel, resources are reallocated, administrative configurations are adjusted, and new partnerships are created. A brief description of these and other factors are presented in the following sections in order that those who seek programmatic changes

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can be cognizant of such "sign posts" on the road to these changes.

Role Clarification

CBTE presents a revolutionary concept to teacher education institutions. The roles of administrators, professors, students and school districts must be redefined and clarified in order for CBTE to be highly functional.

Earlier, reference was made to the role of the administrator who serves in the capacity of a "manager." It should be emphasized that his efforts include planning, organizing, coordinating, directing and controlling programmatic operations. Such managerial aspects are more significant today in light of the demand for "accountability" of programs.

Recognizing that a college professor is as conservative about his concerns as he is liberal about others, administrators find it an arduous task to seek "change" in the traditional perception of teacher education as viewed by the veteran professor. For one thing, the professor in a CBTE program is more of a facilitator of learning, an advisor and consultant, rather than a lecturer or information disseminator. More time is required in program planning, student advising and involvement with school districts as "clinical" professors.

Professors must also come to grips with new ways of facilitating learning. They should be cognizant of instructional technology which requires alternate strategies for student learning and the utilization of resources that

maximize student learning. Further, the assessment of students' progress takes on a new dimension in that "norm-referenced" evaluation is generally minimized and more consideration is given for criterion-referenced evaluation.

In CBTE, students are freed from a time-based, lock-step process of instruction. They are assigned certain learning tasks that can be accomplished on their own. These tasks, generally given in the form of modules, require self-determination and self-pacing on the part of students. Such an independent and individualized approach to learning demands more maturity of a student than traditional programs require.

CBTE demands that teacher training move off the campus and into the public school setting. Consequently, the role of school districts has shifted from being a "passive" partner in teacher education to one in which cooperation and collaboration extends even to having significant input in the development of desired teacher competencies. Further, the school districts provide the facilities for supervising and evaluating the competencies of pre-service and in-service teachers.

Reorganization

The traditional administrative configurations are not particularly conducive to maximizing the benefits of CBTE. Program isolation, organizational rigidity, restricted cooperative and collaborative efforts impose the constraints and restraints that limit the effectiveness of CBTE.

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FAMU has chosen several alternatives in organizational patterns to induce maximal contributions of the human and physical resources. One alternative has been to organize programs around related areas to provide the breadth and depth of experiences required. For example, early childhood and elementary education were combined under one administrative umbrella.

The department of library service and media were combined to further articulate competencies required of public school librarians in the areas of printed and non-printed media. An additional reason for this reorganization was to provide the "services" required for CBTE.

With the diminution of a stratified departmental structure, opportunities exist for greater instructional collaboration such as team teaching. For an instance, the "block" phase of a proposed secondary education program calls for the use of three professors, one in testing, measurement and evaluation, a second professor in teaching strategies, and a third in media.

The above attests in part to programmatic reorganization which induces reassignments of professors.

Reallocation of Resources

Some indirect references have been made to the reallocation of resources, such as the reassignment of professors and the reorganization of physical facilities and programs. However, added emphasis should

be given to the concept of resource reallocation because it is a means by which one seeks to maximize the utilization of human, physical and fiscal resources in order to achieve programmatic aims.

Where human resources are concerned, faculty loads and flexible assignments are critical issues. As previously mentioned, CBTE requires more time of a professor in planning and implementing his assignment. Further, student advisement and off-campus services add to the demands that are made of a professor's time.

With reference to physical facilities, the establishment of a learning resources center is a must. The traditional curriculum laboratories with their orientation toward printed media have to be modified and expanded. Such facilities should be modified and expanded to include various educational media compatible with modern day instructional technology.

The matter of fiscal resources is a critical one in that few programs have vast amounts of fiscal resources to be utilized as administrators see fit.

One method frequently being used is external funding for innovative programs such as CBTE. Given the transitory nature of external funding, administrators should exert every effort to make sure that residuals from such funding can be absorbed into the overall program without sacrificing support of substantial programs.

Another method being espoused is the reallocation of fiscal resources on a priority basis. This is a herculean task for an administrator for it requires drastic measures ranging from the dissolution of non-productive

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faculty members.

Cooperative and Collaborative Efforts

Given the status of higher education in general and teacher education specifically, CBTE personnel have a mandate to cooperate and collaborate with various constituencies. Cooperation and collaboration are needed to assist in the initiation of program redirection, operationalization of the new thrust, and the refinement of the new thrust.

Needs assessments are limited if involvement does not consist of such persons as classroom teachers, parents, public school administrators, and personnel from professional accrediting agencies. Intra- and inter-university cooperation and collaboration further enhance the effectiveness of CBTE. All of the above serves to minimize a "re-invention of the wheel" which results from establishing a program in isolation.

The establishment of teaching competencies requires the kind of experiential base that can only be gotten through the efforts of public school personnel. Public school personnel use their classrooms as a frame of reference for establishing competencies and also as a field-test site of what they believe the competencies should be. In addition, the field-centered nature of CBTE requires student access to the classroom.

In an effort to strengthen collaborative and cooperative efforts, new structures are being established such as teacher education centers.

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THE ELEMENTARY CBTE PROGRAM IN OPERATION

In the Spring of 1967, Florida A and M University learned through the Florida State Department of Education that some institutions would be considered to do feasibility studies of the nine funded model elementary programs. In response to this information, the departmental faculty submitted to the U. S. Office of Education a proposal which was approved in June, 1969.

Purposes of the Feasibility Study

The purposes of the feasibility study were (1) to make an analysis and indepth study of the model (Massachusetts) selected by the faculty so as to determine its feasibility for implementation at Florida A and M University; (2) to design a program that contains pertinent components which are possible for the University to implement; (3) to utilize selected data from other models to perfect our program design; (4) to design and develop specifics that will culminate in a competency-based model program for training elementary school teachers at Florida A and M University.

It was recognized that the development of a new approach to training elementary school teachers, e.g., a competency-based program, called for new methods in the organizational structure such as: (1) definition of competencies instead of goals; (2) instructional modules instead of courses; (3) assessment of competencies instead of letter grades; (4) phasing-in component parts of the program; and (5) related entities.

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Competency-Based Program Goals

The possession of adequate content knowledge is a necessary but not sufficient condition for effective teaching. It is the task of the teacher to acquire appropriate performance skills in order to translate his content knowledge into teachable form.

As a result, teacher trainees in the FAMU program are expected to utilize knowledge and skills from three performance criteria areas: (1) content, (2) behavior, and (3) human relations. The general goal of the program is considered to be the preparation of teachers who are able either to demonstrate ability to promote desirable learning or to exhibit behaviors known to promote same.

Other goals include (1) the production of the fully human teacher who meets the human criteria of warmth, human understanding, openness, consciousness of cultural differences, and (2) the development of teachers who are capable of critical thinking, and who are in control of their own behavior as exhibited by a constant pattern of growth.

The Instructional Program

The instructional program for preparing elementary teachers at Florida A and M University is the result of several background considerations from the staff's deliberation. In agreeing upon a basic design, societal changes were analyzed, and the literature on teacher education was reviewed.

Careful consideration also was given to the uniqueness of FAMU in serving a predominately black prospective teacher population and to the fact that many of the prospective teachers come to the University with varying backgrounds of cultural and educational disadvantages. It also was felt that many of th. teachers produced under the training program would, no doubt, assume responsibility for and work with children who have experienced similar disadvantages.

Components of the conceptual program have been put into a diagrammatic chart for convenience of narrative description and for envisionment. (See "The Florida A and M Conceptual Elementary Model," page 10.)

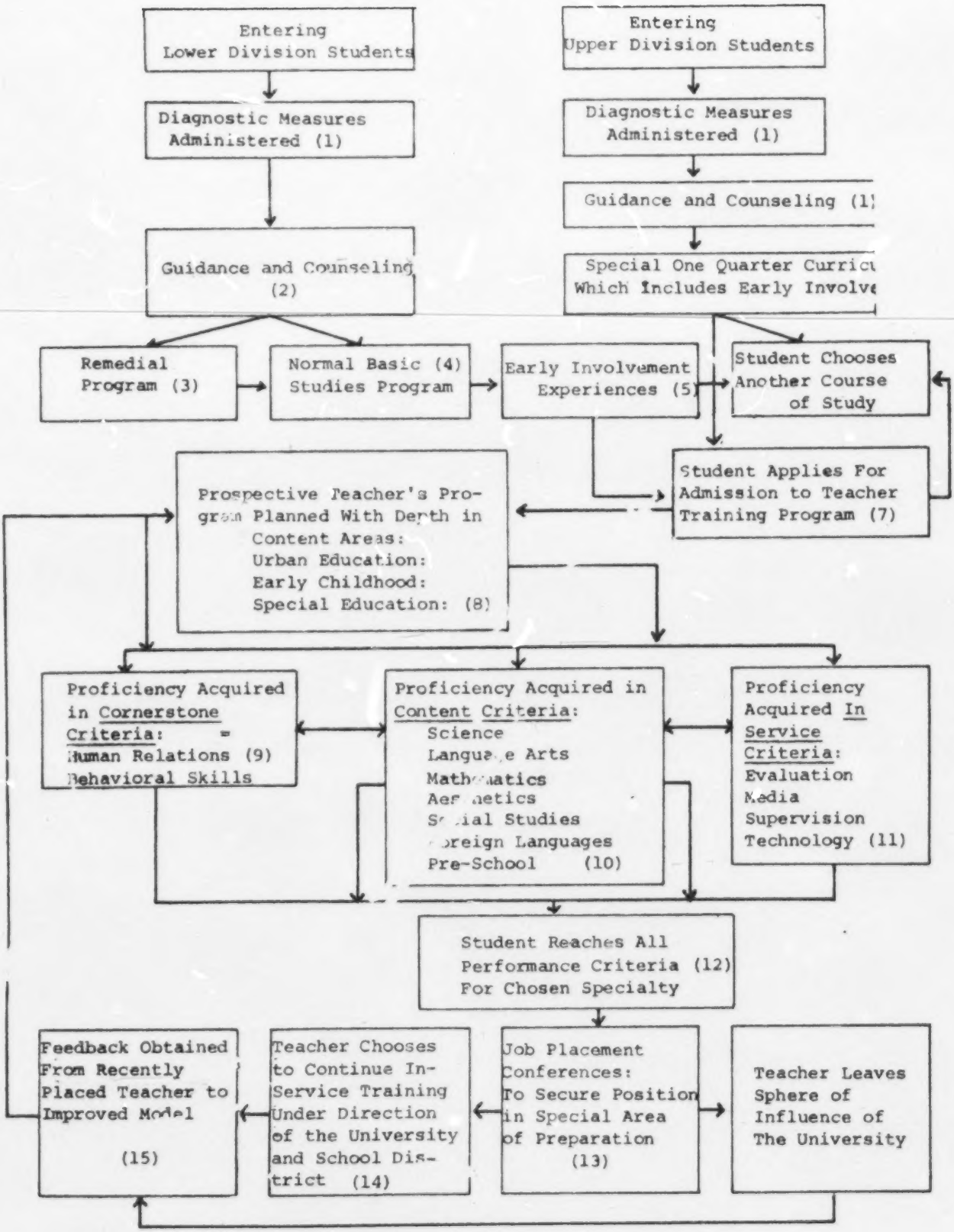
Modules

All instruction is presented through modules which are either developed by faculty members or adapted from commercial sources.

Following is a list of some modules that are utilized during a students' initial quarter of the CBTE program:

1. Developing and utilizing audio-visual media
2. Techniques for developing the resource file
3. Record keeping
4. Developing behavioral objectives
5. Historical and philosophical basis of early childhood education
6. Classroom management and behavior modification
7. Using educational simulation and gaming
8. Sets, set language, and operation
9. Properties and numeration of numbers
10. Techniques for study, testing and reading

THE FLORIDA A AND M CONCEPTUAL ELEMENTARY MODEL


Entering Lower Division Students
Entering Upper Division Students
Diagnostic Measures Administered (1)
Diagnostic Measures Administered (1)
Guidance and Counseling (1)
Guidance and Counseling (2)
Special One Quarter Curricu
Which Includes Early Involve
Remedial Program (3)
Normal Basic (4) Studies Program
Early Involvement Experiences (5)
Student Chooses Another Course of Study
Student Applies For Admission to Teacher Training Program (7)
Prospective Teacher's Program Planned With Depth in Content Areas:
Urban Education:
Early Childhood:
Special Education: (8)
Proficiency Acquired in Cornerstone Criteria:
Human Relations (9)
Behavioral Skills
Proficiency Acquired in Content Criteria:
Science
Language Arts
Mathematics
Aesthetics
Social Studies
Foreign Languages
Pre-School (10)
Proficiency Acquired In Service Criteria:
Evaluation
Media
Supervision
Technology (11)
Student Reaches All Performance Criteria (12) For Chosen Specialty
Feedback Obtained From Recently Placed Teacher to Improved Model
(15)
Teacher Chooses to Continue In-Service Training Under Direction of the University and School District (14)
Job Placement Conferences:
To Secure Position in Special Area of Preparation
(13)
Teacher Leaves Sphere of Influence of The University

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11. The nature of reading
12. Basic approaches to teaching reading
13. Word attack skills

Evaluation

The broad movement of new thinking in educational research is moving toward a process view of evaluation in which evaluation never ends, but is ongoing. Consequently, the FAMU evaluative process will be continuous, and in large part, based on feedback from the field.

The procedures and techniques of evaluation will vary as the scope and size of the evaluation changes. However, when the system is adequately defined, it will be broken down into sub-systems and a Program Evaluation and Review Technique (PERT) analysis will be performed. This analysis will provide projections for optional, average, and maximum time estimates. As a result of this PERT analysis, the staff will be able to view the program noting possible constraints and make projections for future evaluations.

Presently, and with the Pilot program, the basic procedure utilized in revising and improving the program includes a set of performance criteria designed to reflect the prospective teachers' progress in:

1. Knowledge of appropriate concepts in the content field
2. Understanding the principles of child growth and development
3. Understanding the learning process
4. Understanding the principles of good human relations
5. Organizing learning activities for students.

A CBTE MANAGEMENT SYSTEM

The very nature of a competency-based teacher education program makes an effective management program a necessity. Modularization provides the student with the opportunity to assume the major responsibility for establishing and meeting his own goals and criteria of performance. However, this demands of the student decision-making abilities, self-discipline, and a high level of motivation. The student, in addition to the already difficult tasks of choosing a program and selecting courses, must also define for himself the content of his professional training, select which instructional resources will best enable him to meet task criteria, self-pace his progress, and determine performance levels in a variety of field experiences. It is anticipated that some students will often find themselves feeling disoriented, confused, and even "lost" in the system. Thus, support from instructors and faculty advisors in the form of a sound management system is essential.

Pre-Admission Advisement

The need for advisement is probably most critical before the student enters the system. Students must be introduced and educated to the idea of modularization before classes begin. They must be encouraged to critically assess their own interests and abilities in relation to the demands of a competency-based curriculum. They must be assisted in

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evaluating and developing their motivational and decision-making abilities, and they must be made to realize that to accept or reject a competency-based teacher education program is a decision which should be given much consideration.

It would be ideal if all of the above could be accomplished in a single pre-admission interview. It is highly unrealistic that this could be achieved. University faculty advising, in general, experiences difficulty in information flow between advisor and student. Although neither party may be at fault, many disruptive forces are generated from within the system and from the peripheral environment, such as shyness on the part of the student and lack of time due to prior commitments of students and/or advisors. Lack of information or inaccurate information on the part of either advisor or student or both, and enrollments which exceed the supply of advising personnel also are responsible for poorly planned advisement programs (H. V. Smith, 1968). Evidence collected at Washington State University indicates that over half of the courses dropped and added at the beginning of each term are the result of poor advising.

The pre-admission interview has the following goals: (1) to gather information about the student for the purpose of admission; (2) to provide the student with an opportunity for personal assessment; (3) to provide information about the various programs offered by the department; and (4) to orient the student to a performanced-based program.

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Prior to pre-admission advisement, a major assessment of the student's abilities and probable success in college is made by the University officials upon his application for admission. At this time, his entire academic record is reviewed and test scores are analyzed. The University Counseling Center advises the student if there is a need shown by his previous record and test scores for special academic assistance. For the first two years, each prospective teacher is monitored by his academic advisor who may or may not be his department head. He completes the general education component of his discipline, may or may not take several courses in his major discipline at the lower level and completes his requirements in foundational studies.

A major portion of the student's advisement takes place during this period for it is at this time he must decide whether or not he will enroll in a competency-based curriculum. The advisor explains the purpose and nature of a competency-based curriculum and compares it with a traditional or time-based system. Then the structure of course format—modules, tasks, types of objectives, etc.—is explained. This could be further facilitated by showing a sample module on a screen and having the student vicariously go through the steps of meeting tasks criteria. A brief description of the management system could also be presented to show the student how his progress will be monitored.

Regardless of the type of program the prospective teacher selects, he must formally petition for admission to teacher education. This is a major

assessment point. In addition to a required grade point average, the petitioner must present evidence of his suitability for the classroom. Members of the faculty will be asked to recommend the student and state if they feel that he should pursue additional work in teacher education.

Two innovations in FAMU's present system of admission to teacher education are being considered. One is the requirement of an interview with each candidate for admission to teacher education. A portion of this interview would consist of career counseling. A second innovation, possibly a part of the interview, would be a three-minute video-tape presentation by each candidate. A jury of teacher educators would view the video-tapes and recommend remedial help in oral communications, and/or suggest other changes in classroom mannerisms as demonstrated in the video-taped presentation. At this point, admission to teacher education implies that the prospective teacher has no deficiencies.

A major management decision should be made following admission to teacher education. Each student's program will contain components which are not competency-based; that is, the student may take courses in his major discipline or supporting areas that are taught in a traditional manner and are assigned letter grades. It is therefore necessary that the data-base for student records be able to accommodate data from both traditional courses and individualized competency-based modules. This is especially true of the secondary education competency-based programs since content courses in major discipline areas may be time-based, while

the professional education sequence consists of modules.

As the student progresses through his program, internal monitoring and assessment take place. Each quarter his prescription or program of studies is checked and he is informed of his academic status.

Field experiences in the FAMU model refer to all clinical-laboratory experiences involving contact with youth of public school age. All field experiences are coordinated by a single office. Forms are being developed for peer-evaluation; self-evaluation by the students; evaluation by practitioners; and evaluation by college supervisors. In addition to checklists and rating scales, episodes are video-taped for subsequent critiquing and evaluative purposes.

Final external evaluation occurs when the student applies for graduation. The student will be assessed by persons in his major discipline, practitioners in the field and college supervisory personnel. Final recommendation for graduation is sent from the Dean of the student's college to the Office of the Registrar.

The Data Input System

The heart of any management program is the data input system. This input system may be mechanical (computer-based) or manual. Both types of input systems require a commitment on the part of the individual to record data accurately and honestly. The system also depends upon forms which are simple, yet obtain all needed information. The cooperation of all

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persons involved in the teacher education program is needed in order to develop, and maintain an effective data input system. In order to implement an effective system, two steps are foreseen. First, persons involved in the program must see the systematic keeping of records as an integral part of any teacher education program. They must be willing to provide input for the updating, modification, and/or revision of the system. The system itself must be of a type which will permit such input from persons in the teacher education program of the institution. It must be expected that forms will be tried, discarded, modified and in some instances, new forms developed.

From the data input system will flow information which will be used for program and individual evaluation and assessment. Evaluation and assessment are the central purposes for the existence of a data input system. Houston given a sound rationale for the development and implementation of a system for evaluation and assessment:

> ....Evaluation serves three purposes: improve program effectiveness, improve program organization and management, and monitor student performance. Evaluation is not something which occurs at the end of a project but is integral to continued development. Just as in the calculus in mathematics, evaluation improves programs, management and students through successive program refinements and approximations of goals sought. The systematic process requires a continual process of development, testing and refining.
>
> Measurement is an integral part of evaluation, however, evaluation adds the qualitative dimension, the contextual edge to the process. In teacher education, one can measure the performance of a teacher using observation scales, rating devices, or other measurement tools. Evaluation compares those measurements with

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objectives which imply societal criteria, change in pupil behavior, and hunches by evaluators concerning adequate teaching styles.

In a complex endeavor such as measuring and evaluating human behavior, the temptation is to consider factors which are readily quantified and easily accessible. The important dimensions are usually not the easiest to evaluate.

Fred Brooks has identified four aspects of teacher assessment: (1) aptitude and attitudes; (2) technical skills; (3) decision-making ability; and (4) capacity for professional growth. The first, aptitudes and attitudes, is evaluated early in a prospective teacher's program. This is done before admission to the teacher education program. The second aspect, measuring teaching skills, taps the most elemental teaching skills. The ability to establish an instructional set for a lesson, implement basic plans, obtain closure and communicate with children using questioning techniques are suggestive of the technical skills which can be assessed.

A third area of prospective teacher evaluation taps the integration of the various technical skills and their applications with a specific group of children. This might be accomplished through simulations where an individual is provided written data and asked to respond. This tests his ability to plan, to structure knowledge, and his general decision-making behavior.

The fourth level assesses teacher competence over an extended period to note stability of performance, adaptability to changing conditions and the growth curve. In essence, this on-the-job assessment can distinguish

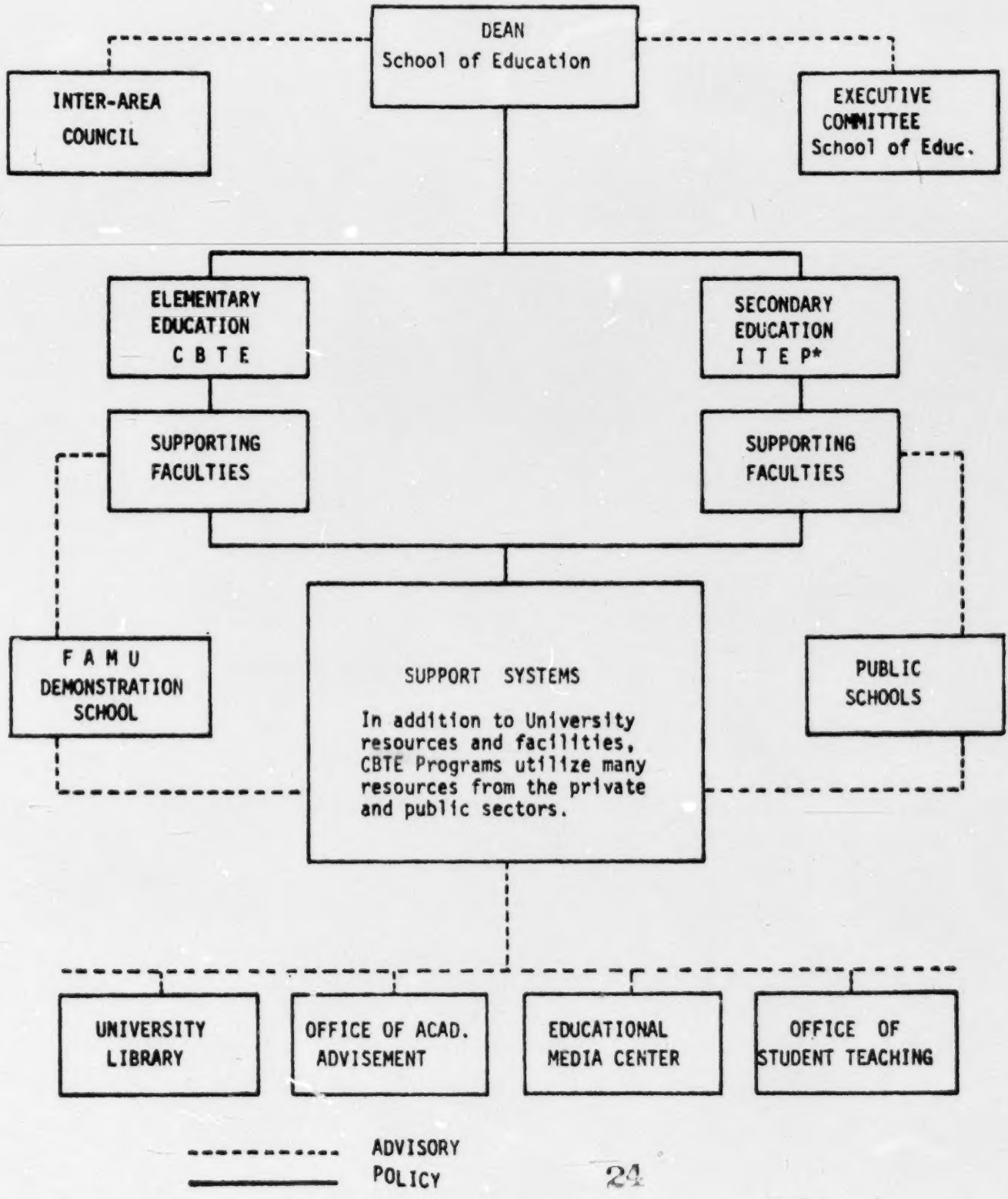
professional teachers from craftsmen. It begins with the field experiences and extends through the first several years the teacher spends on the job.

In conclusion, the management system provides an additional vital function. It projects student resource needs in terms of numbers of students likely to request certain services and the times at which this will most likely occur. "Supply and demand" data of this type will increase the probability that resources will be available at the time, and in the quantities, desired by the students. Decision-making concerning facilities as well as fiscal matters and human resources is dependent upon information provided by the management system.

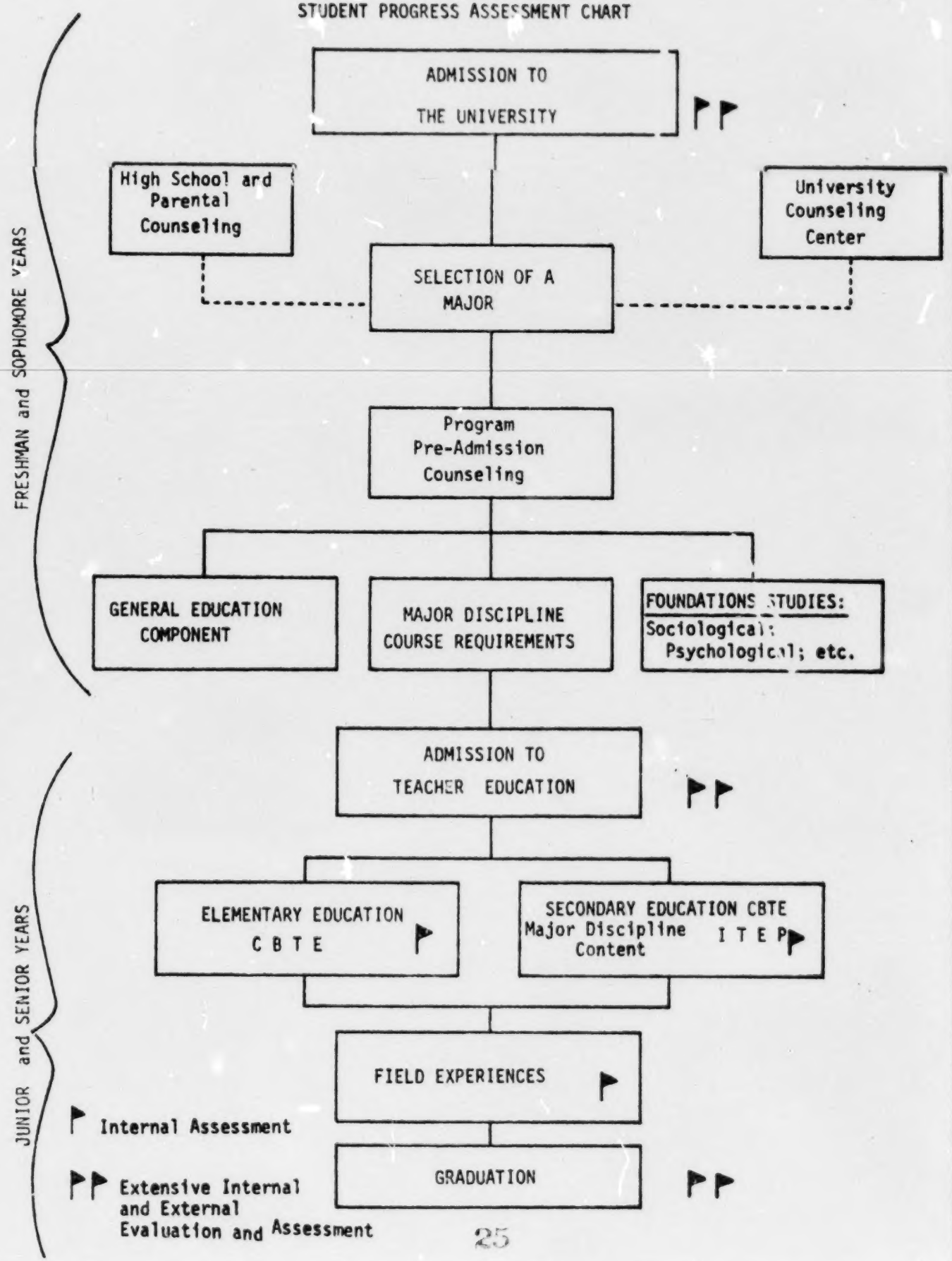
There are many constraints faced in implementing any type of data input system. One which involves the marriage of a time-based or traditional system of teacher education and a competency-based system will cause conflicts. The development and implementation of a system in an effective manner will necessitate the professional commitment of each member of the teacher education faculty.

Following are charts for program organization and the management System.

ORGANIZATIONAL CHART FAMU CBTE PROGRAMS



STUDENT PROGRESS ASSESSMENT CHART


ADMISSION TO THE UNIVERSITY
High School ard Parental Counseling
University Counseling Center
SELECTION OF A MAJOR
Program Pre-Admission Counseling
GENERAL EDUCATION COMPONENT
MAJOR DISCIPLINE COURSE REQUIREMENTS
FOUNDATIONS STUDIES: Sociological; Psychological; etc.
ADMISSION TO TEACHER EDUCATION
ELEMENTARY EDUCATION C B T E
SECONDARY EDUCATION CBTE Major Discipline Content I T E P
FIELD EXPERIENCES
GRADUATION
FRESHMAN and SOPHOMORE YEARS
JUNIOR and SENIOR YEARS
Internal Assessment
Extensive Internal and External Evaluation and Assessment

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